

## Development model history learning based on character in student students in the city of Padangsidimpuan

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### Abstract

The objectives of this research are (1) To describe the development of character-based history learning to focus on exemplary on religious components, honest and homeland love for high school students in Kota Padangsidimpuan, (2) to design the development of character-based history learning on religious components, honest and homeland love for high school students covering Knowing the validity, effectiveness and practicality of the development of character-based history learning for high school students in accordance with the values of religious character, honest and love the homeland. Research design is Research and Development using ADDIE model. This research was conducted by SMA Negeri Padang Sidimpuan. The subject of product trial involves 30 students by implementing pretest-posttest through the result of questionnaire of character-based history learning Data collecting technique in the form of questionnaire, interview, observation and test. Data analysis technique description. The results of research illustrate that the character-based history learning model such as religious character, honest, tolerance, democratic, spirit of nationality, love the homeland, love peace with teaching materials in the form of validated model books validation, practicality and effectiveness.

**Keywords:** learning history, character



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## Introduction

The issue of the nation's character is now a public spotlight. Highlights are about various aspects of life, written in various print media, interviews, dialogue and speech degrees in electronic media. In addition to the mass media, community leaders, educational experts and observers as well as social activists talked about issues of national character in various seminar forums, both at the local, national and international levels. Reality is illustrated the farther away from what the country's founders dreamed of. Even now we are faced with the decline of nationalism, the weakness of law enforcement, the increasing corruption with new faces, collusion and nepotism with the face of democracy, primordialism, political ethics among our elites especially the organizers of the country today is disappointing the people (Metro TV, DPR RI Election

Chairman, Wednesday October 1, 2014 23.30 Hrs). The sense of nationality or nationalism in Indonesian society today shows an increasingly faded indication, in accordance with the results of a poll conducted by the Local Government of Lampung Province online, accessed on November 1, 2011 stated that 60.2% of the sense of nationalism is low, 14, 1% is moderate and 25.7% is high. Although the general public is not yet a high school student's representation, this signal is of concern to us as a nation's child.

Behavior of ethical, moral and legal crashing among students from mild to severe is also often shown. This is in accordance with the statement of Kajari Medan Muh. Yusuf in the daily Waspada "The various cases of violations of the law handled by the Medan District Attorney, 85% of them are drug abuse, of which 60% to 70% of suspects of drug abuse committed by children or school age" (Waspada, 14 October 2014). On the other hand the habit of 'cheating' at the time of repetition or examination, the desire to pass easily and without hard work during the national exam causes them to seek answers in a way not ethical. They look for 'leaked answers' from various sources is not clear. Especially if the desire to pass easily this is institutional because it is engineered or conditioned by school leaders and teachers systemically. Those who do not pass, some of them are doing desperate acts with self-harm and even suicide (Poskotanews. Com, 2014). Unethical behavior is also shown by students, plagiarizing or copying scientific works among students is also still massive. All of this shows the fragility of characters among students and students (Waspada, 2014)

The agency noted that there were 139 cases of student fights, more than last year's 128 cases, mostly violent among Junior High School and High School students, resulting in 12 deaths (Monday, 23 Jul 2012). The last case of the most warm and very concerning us is the death of SMAN 70 Jakarta students who involved brawl with students of SMAN 6 Jakarta and the death of 2 students of Muslim University of Indonesia Makassar who engage brawl between faculties (Kompas, 2013).

Jasques S. Benninga, and colleagues in the study entitled The Relationship of Character Education Implementation and Achievement in Elementary Schools explained that of the 681 primary schools studied in America tend to have higher academics than before they implemented the characters in daily life in their schools Lack of students' understanding and execution of religion or religion causes them to commit acts prohibited by their respective religions, such as self-destruction with drugs and drinking. The National Narcotics Agency (BNN) released drug users in Indonesia reached 4.5 million people or about 2 percent of the total population of Indonesia. Of 4.5 million drug users, 70 percent are workers and 22 percent are students (seconds, 2014).

Responding to the above, President Susilo Bambang Yudhoyono sees the need for character building today. In his speech delivered to the remembrance of Hardiknas in 2010 which emphasized the importance of character building for students at every level of education. Referring to it is clear that character is a very important and is the goal of national education

The government through Diknas has identified 18 values of character sourced from religion, Pancasila, culture and national education objectives that must be owned by students and integrated into learning. These values are, (1) Religious, (2) Honest, (3) Tolerance, (4) Discipline, (5) Hard work, (6) Creative, (7) Self, (8) Democratic, (9) Curiosity, (10) The spirit of nationalism, (11) The land's pride, (12) Appreciate achievement, (13) Friendly / communicative, (14) Love peace, (15) Love reading, (16) Environmental Care, (17) Social Care, (18) Responsibility (Kemendiknas, 2010: 9).

The grand design developed by Kemendiknas (2010), psychologically and socially the cultural characterization of character in the individual is a function of all human potential (cognitive, affective and psychomotoric) in the context of cultural social interaction (in family, school and psychomotor) in the context of social interaction (in family, school, and community) and lasts for life. However, based on observations that the authors do the characters have not been found in the students, especially high school students. Though ideally the formation of these characters starts from among the students to be embedded until they grow up. At the age of high school is believed that the formation of characters will be easier because they are always looking for models or examples that will always be idolized.

The conditions or phenomena mentioned above make the writer feel important and very urgent to study the problem of character with learning history with topic "Development of Character Based Learning Model in State Senior High School Padangsidimpuan" The concept of character education is important at every level of education, because it has the essence to can produce quality learners. Philosophically the implementation of character education refers to the philosophy of education and human beings, because in essence education one of the goals to form the character of learners. Speaking of the philosophical foundation is to study education and human beings radically, comprehensively and conceptually derived from religious and ethical factors based on beliefs and science that control reasoning (Titaharja: 2005).

## Method

This study uses a research development approach (Research and Development) to develop history-based learning values character in high school in Padangsidimpuan, North Sumatra Province. The ADDIE model is a model that is judged appropriate for developing historical learning based on character values due to the complex stages up to the application and its evaluation. Gustafson & Branch (2002) explains that this ADDIE model visualizes the communication process and disseminates all procedures in a comprehensive learning design. In the development of this model emphasizes the five basic elements in the process of development of Instructional Systems Design (ISD) system that is analysis, design, development, implementation and evaluation and continuous revision. Procedure Development The development procedure of this research follows the development steps based on the ADDIE model.

Experimental test of historical learning based on characteristic values will be done to a limited group and large group test. In the stages of the limited group testing is done on a randomly taken sample of students, where the student will be history-based based on the values of the characters in accordance with the material that has been designed and tested in the final stage. The trial subjects to see the practicality and effectiveness of the product development of historical learning model based on the character generated through the test of limited groups and large groups. The group test is limited to students of class XI SMA Negeri 3 Kota Padangsidimpuan taken at random. The number of trial subjects is limited to 15 to 20 students. Limited trials are used to obtain data on the implementation of historical learning based on character values in the early stages, to be revised before trials in large groups. For a large group trial stages involving students in a class of 40 people. Classes for large group trials were taken one randomly from a number of schools in Kota Padangsidimpuan. Large group trials were conducted on students of grade XI SMA Negeri in Kotapadangsidimpuan.

The collection instruments used in the study were questionnaires, validation sheets,

observation guides, interview guides, evaluation sheets of student learning outcomes. Questionnaire is used in the early stages in the design of historical learning devices, namely the stage of analysis of the importance of the development of historical learning model based on character values implemented. Details of character values that must be owned by high school students. The intended observation sheet is to know the effectiveness and effectiveness of teaching and learning tools of character and the application of learning tools and student activities. This observation sheet contains observations during the learning process. The first observation sheets to observe the teacher's activities on methods used in character learning, how to facilitate and motivate students to learn and incorporate the elements of character into learning. Furthermore, the observation sheet to the students contains the observation about the student's activity, the indicators are student's activity in learning, the student participation level in applying the character in question, the student activities in the learning, how the students behave honestly, appreciate the friend, express opinions, discipline, indicates the intended behavior.

The data collection in this research is done through questionnaires, history appraisal sheets designed, observation, interview, and test result of learning. Data Analysis Techniques Data obtained from various instruments are analyzed descriptively, qualitatively and quantitatively Data on the analysis of the importance of history-based learning character values for students and teachers, learning tools consisting of objectives, materials, strategies and evaluations obtained through questionnaires, analyzed using percentage techniques and interviews were analyzed with qualitative and quantitative descriptive.

## **Result and Discussion**

Research and development that has been done to produce a product in the form of "book of character-based learning model of history, which can be used classically by teachers in the classroom or independently by students at any time and anywhere with the help of computer equipment. Research and development or Research and Development (R & D) undertaken refers to the simplified procedural of ADDIE development only on limited product test limits. The reason for the implementation of the development briefly in six steps, based on the limitations of time and cost owned by researchers The six steps are (1) needs analysis; (2) planning; (3) draft development; (4) validation; (5) revisions; (6) limited product test.

The validation stage is carried out to determine the quality and feasibility of the model book and learning tools developed so that the model book and learning tools can be used. The validation is done by two material experts consisting of lecturers and a history teacher. Validation done by the teacher in terms of the quality of learning materials and presentation of learning materials. To obtain the data, the author uses a Likert scale questionnaire, with four scales. In practice, the teacher learns the contents of the learning model book and then evaluates the model book of learning. After validating the expert, the developer decided to test the product on the students to know the feasibility of the model of character-based history learning model at SMAN Padangsidimpuan

Feasibility analysis is conducted to determine the level of eligibility and category of each aspect based on expert validation. The assessed aspects will be categorized as

"Eligible" if the percentage of the average score earned per aspect is in the Good (60.1% - 80%) and Very Good (80.1% - 100%) categories. Assessment of the feasibility of animation media obtained from the validation results by the model book expert, History teacher. Aspects assessed by the expert is the quality of learning materials and presentation of learning materials

According to Kirschenbaum (in Zuhedi 2008, 40), the major aspects of historical education include knowledge of becoming a good citizen, an appreciation of democratic systems and national values, critical thinking skills, communication skills, cooperative skills and conflict resolution skills. The main objective of the material History education is very diverse, this is due to diverse backgrounds of social life in the community. But in general the material of historical education is the things that are directly related to the daily social life of citizens. Dede Rosada (2003: xiiiiii). The above explanation can be said that the education of history is an education that prioritizes the formation of affective or behavioral behavior of learners based on the character values. In a broad sense, historical education is education to form learners based on character values. In line with the above, from 18 values of the characters based on the Ministry of National Education 2010, then inherent with the education of history in the formation of the character of learners there are 7 namely: 1) religious, 2) honest, 3) tolerance, 4) democratic, 5 ) the spirit of nationalism, 6) the love of the homeland and 7) the love of peace.

Reid (2005: 122-125) finds the results of his research on national building in Indonesia that the nation's character building through Civics for Indonesia ontologically both before and after the 1945 Proclamation of Independence is more directed to the formation of national unity. The nationalists played a great role in shaping the nation's perception of the colonialists that had been implanted for decades before. According to Reid, "The heroic ideals of the nationalist movement, sanctified during the revolutionary struggle of the 1940s, were about national unity in opposition to Dutch oppressions". After Indonesia entered the New Order phase, the role of the nation's character development got a lot of intervention from the military. The intellectual militarist who played the role at the time was the TNI historian Nugroho Notosusanto. Nugroho believes that "that history was the way to build an integral state with the army as its backbone. history is the most effective means of achieving the two (principal) goals, that is the goal of strengthening the spirit of integration in the Armed Forces, and the goal of perpetuating the precious values of the 1945 struggle "(Reid, 2005: 129) . On the basis of his views later in order to build the character of the nation, born the National History of Struggle Education (PSPB), "History of National Struggle" in 1985, taught from elementary school to college.

## Conclusions

Learning model Character-based history for class XI SMAN Sidimpuan was developed with steps (1) needs analysis, which is to do literature study by reading and studying the curriculum to see what material is suitable to be developed by associating with the character values (2) design, that is, to collect the material in accordance with the learning objectives, (3) validation and revision test, namely the product feasibility test by the expert lecturer and make revision based on the assessment, input, and expert lecturer's suggestion.

The results of this research and development is a character-based history learning model. Which has been declared appropriate for use by teachers, material experts, and history teachers as learning resources and learning aids. The feasibility of model books in

learning Character-based history in learning in accordance with the validation results. Expert material validation on learning quality aspect and presentation aspect obtained average score 3,2, and average percentage 78,5% with good category.

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